

Key Stage 3 and 4 Curriculum Map

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7U1:	7U2:	7U3:	7U4:	7U5:	7U6:
What is God? In this unit students will look at different views on God and what we can know about God and what God is	Hindu belief and practises: In this unit students will provide insights into the diverse ways in which Hindus worship God, other key Hindu beliefs and the key elements of the Hindu way of life in the modern world.	The world of Buddhism: In this unit students will investigate some of the important aspects of Buddhism's history, beliefs, practices and varied expressions in the world today, as well as reflecting on the reason why the appeal of Buddhism is growing.	Sikh belief and practise: In this unit students will consider some of the benefits, as well as the challenges, associated with Sikhism today and reflect upon the contributions that Sikhs make to society in modern Britain.	Atheism in the modern world: In this unit students will explore the place of non-religious positions within contemporary society. It will enable students to appreciate that many people do not possess a religious faith and either reject the possibility of God or are uncertain about whether or not God exists. With the majority of people in Britain today stating 'no religion' as their religious identity, taking account of non-belief and the reason for this position will be increasingly important for students seeking to understand the complex religious character of the Western world.	How did we get here? In this unit students will explore different beliefs and theories of how the universe and with-it life came to be.
Assessment: Baseline assessment on key terms and concepts around the idea of God	Assessment: End of Unit Assessment on Hindu beliefs, practises and key terms	Assessment: End of unit assessment on Buddhist beliefs, practises and key terms	Assessment: End of unit assessment on Sikh beliefs, practises and key terms	Assessment: Written speech where students will consider whether Britain is a secular country	Assessment: Creative project on different stories of creation
Builds upon: <ul style="list-style-type: none"> KS1 & KS2 	Builds upon: <ul style="list-style-type: none"> KS1 & KS2 What is God? (7U1) 	Builds upon: <ul style="list-style-type: none"> KS1 & KS2 SACRE units Hindu beliefs and practises (7U2) 	Builds upon: <ul style="list-style-type: none"> KS1 & KS2 Hindu beliefs and practises (7U2) The world of Buddhism (7U3) 	Builds upon: <ul style="list-style-type: none"> KS1 & KS2 SACRE units What is God? (7U1) 	Build upon: <ul style="list-style-type: none"> What is God? (7U1) Dharmic religions (7U2, 7U3, 7U4)
Introduces: <ul style="list-style-type: none"> Key terms associated with belief in God/ gods God's characteristics Arguments for god 	Introduces: <ul style="list-style-type: none"> How Brahman is worshipped by Hindus in many different ways The place of Trimurti within the Hindu understanding of God The place of avatars within Hinduism's complex conception of God The importance of samsara, moksha karma and dharma within Hinduism 	Introduces: <ul style="list-style-type: none"> The significance of the Buddha for Buddhists today the value of Dharma in relation to human suffering the Buddhist law of Karma the meaning of Anatta and Anicca The Three Jewels The Three Poisons the role of the Sangha 	Introduces: <ul style="list-style-type: none"> Sikh beliefs about God and human identity the importance of the Sangat the Ten Gurus Prohibited actions in Sikhism the importance to Sikhs of making an honest living, serving those in need and keeping God in mind at all times the role of the gurdwara in building the Sikh community 	Introduces: <ul style="list-style-type: none"> Why atheism arises How religion can appear in atheism 'spiritual by not religious' atheism vs. Humanist 	Introduces: <ul style="list-style-type: none"> Religious views on how the world began atheist views on how the world began Evolution vs intelligent design

	<ul style="list-style-type: none"> The profound depths associated with the Hindu Aum symbol 				
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Year 8

Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 1 & 2
8U1:	8U2:	8U3:	8U4:
Judaism: Sources of authority: In this unit students will explore key texts, traditions, principles and practices that set out the beliefs and practises within Judaism and which are used to shape the religious life of Jewish people. The origin, status, role, religious significance, purpose and function of each source will be examined and explored.	Christianity: Who was Jesus? This unit will provide context for students to examine the central importance of Jesus within the Christian tradition and to reflect upon the question of who he was and is for Christians. Jesus’ identity, nature, role in revealing God to the world and his salvific purpose will all be examined.	Islam: The Qur’an and other sources of authority: In this unit students will examine the final and full revelation of God to Muhammad in the Qur’an, other Islamic sources of authority, including the Sunnah, Hadith and Shari’ah. It will consider how these sources are used to inform Islamic beliefs, govern the life and practises of Muslims and inspire Muslims to live lives that reflect the will of Allah and imitate Muhammad.	Does religion help us understand human suffering? This unit will involve exploring the difficult issue of evil, suffering, pain, sorrow and grief within our world. It will consider how the existence of suffering is understood within a range of religious and non-religious traditions and the place that faith can play in helping people to endure troubling times in their own, or in other people’s, lives.
Assessment: Baseline knowledge quiz on Y7 content End of unit assessment on how Judaism is practised and the importance of its traditions	Assessment: Teachings of Jesus presentation End of unit assessment on the importance of Jesus and his role though understanding of his life and teachings	Assessment: End of Unit Assessment on key terms and beliefs in Islam	Assessment: In class written debate on “Suffering proves that there is no God”
Builds upon: <ul style="list-style-type: none"> What is God? Unit Y7 	Builds upon: <ul style="list-style-type: none"> What is God? Does religion help us understand human suffering? Sources of authority in Judaism 	Builds upon: <ul style="list-style-type: none"> What is God? Sources of authority in Judaism Who was Jesus? 	Builds upon: <ul style="list-style-type: none"> Y7 Units (7U1, 7U2, 7U3, 7U4, 7U5) Y8 Units (8U1, 8U2. 8U3)
Introduces: <ul style="list-style-type: none"> various sources of authority within Judaism different views regarding the origin of the Torah the role of commandments for Jewish people Kashrut dietary laws the role of rabbis the role of Jewish law and the rabbinical court 	Introduces: <ul style="list-style-type: none"> the life of Jesus the different views of Jesus the divinity of Jesus the role of Jesus in revealing God to, and God’s love for, the world the eternity of Christ as both preincarnate and in his post-ascension glory 	Introduces: <ul style="list-style-type: none"> the importance of the Qur’an and its role in prayer the Six Articles of Faith and the Five Pillars the directive for modest dress the difference between the Sunni and Shi’a 	Introduces: <ul style="list-style-type: none"> the issue linked to suffering and evil how religions engage with the problem of suffering and evil how suffering and evil can lead to people losing their faith critical thinking

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9U1:	9U2:	9U3:	9U4:	9U5:	9U6:
Ethical theories: In this unit students will explore what it means to act morally and ethically. They will look at a range of ethical theories and how they can be applied to ethical issues. They will also consider the issue with these theories and how they can have unethical consequences if used wrong.	Ethical issues and application: In this unit students will explore a range of contemporary ethical issues and consider how the ethical theories can or should be applied to these issues. They will have to form arguments and justify themselves	Arguments for and against the existence of God: In this unit students introduced to a number of theological and philosophical issues connected with the question of God's existence	Religions and wider beliefs in contemporary culture: In this unit students will explore a range of complex issues associated with the place of religion and worldviews within society today. The unit will examine the profile of religious communities in modern Britain, the field of interfaith dialogue and cooperation, religious perspectives on ethical issues, the challenge facing some minority religious groups, media perspectives on religion and the interactions that religion has with other aspects of culture life, such as arts, science and politics.	New religious movements: In this unit students will explore smaller religious movements that represent the diversity of belief outside the 6 big religions, such as Rastafarianism and Scientology. Students will also look at new denominations such as Mormonism. Students to consider whether you can create new religions and whether truth is plural	Perspectives on life after death: In this unit students will have the opportunity to reflect on the different understandings that are held within (and outside of) the world's major religious traditions concerning what happens after we die. This is a profoundly mysterious and challenging topic about which it is impossible to speak with certain knowledge. However, it will be important to honour and reflect seriously upon the position held in faith by members of religious communities as well as recognising that some people do not believe in life after death.
Assessment: Baseline knowledge quiz where students will need to show their understanding of ethical theories and how to apply them to ethical questions	Assessment: Written speech on an ethical issue	Assessment: 12 Mark Question on what God is and how we can know of God's existence	Assessment: End of Unit assessment where students will show an appreciation of contemporary issues and viewpoint	Assessment: End of unit assessment students to show understanding of different new religious movements and consider the question of what makes a cult	Assessment: Creative project on various religious and non-religious views on death and the impact these beliefs have on how people behave in life
Builds upon: <ul style="list-style-type: none"> Critical thinking 	Builds upon: <ul style="list-style-type: none"> Ethical theories (9U1) 	Builds upon: <ul style="list-style-type: none"> Dharmic religions (7U2, 7U3, 7U4) Abrahamic religions (8U1, 8U2, 8U3) Suffering and evil (7U5) Religions and wider beliefs in contemporary culture (9U3) 	Builds upon: <ul style="list-style-type: none"> Does religion help us understand suffering (7U5) Ethical theories and issues (9U1, 9U2) 	Builds upon: <ul style="list-style-type: none"> Who was Jesus? (8U2) What is God? (7U1) 	Builds upon <ul style="list-style-type: none"> What is God? Hindu belief and practises The world of Buddhism Sikh belief and practise Does religion help us understand human suffering? Sources of authority in Judaism Who was Jesus? The Qur'an and other sources of authority in Islam
Introduces: <ul style="list-style-type: none"> Utilitarianism Situation ethics Virtue ethics Kantian ethics Divine command theory morality 	Introduces: <ul style="list-style-type: none"> animal rights human rights euthanasia 	Introduces: <ul style="list-style-type: none"> different views on the question of God's existence God as distinct from the created order divine revelation atheist views on God's existence the different ways God is understood 	Introduces: <ul style="list-style-type: none"> the relationship between religion and culture in contemporary Britain the problem of religious extremism religious diversity in Britain 	Introduces: <ul style="list-style-type: none"> scientology Rastafarianism Mormonism What is a cult? Jedism 	Introduces: <ul style="list-style-type: none"> the issue of life after death religious and non-religious perspectives on life after death Chrsitian and Muslim beliefs on final judgement and Heaven/Paradi se Jewish belief on the immortality of the soul

			<ul style="list-style-type: none"> • how interfaith dialogue and cooperation can be promoted • the place of the CoE in the UK • how religion is presented in media • connection between religion and the arts 		<ul style="list-style-type: none"> • reincarnation and final release in the Dharmic faiths
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Year 10

Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2	Summer 1	Summer 2
10U1:	10U2:	10U3:	10U4:	10U5:
Christian Beliefs and teachings: In the unit students will study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Students will study the influence of the beliefs and teachings studied on individuals, communities and societies. They should be able to refer to scripture and/or sacred texts where appropriate. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout	Muslim beliefs and teachings: In the unit students will study the beliefs and teachings of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Students will study the influence of the beliefs and teachings studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed will be included throughout	Christian practices: In the unit students will study the practises of Christianity specified below and their basis in Christian sources of wisdom and authority. Students will study the influence of the practises studied on individuals, communities and societies. They should be able to refer to scripture and/or sacred texts where appropriate. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout	Muslim practices: In the unit students will study the practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Students will study the influence of the practises studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed will be included throughout	Religion and life: In the unit students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on abortion, euthanasia and animal experimentation with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions
Assessment: <ul style="list-style-type: none"> • Christianity Baseline knowledge test • Walk and talk Assessment on Christian beliefs and teachings 	Assessment: <ul style="list-style-type: none"> • Islam Baseline knowledge test • Assessment on Islamic beliefs and teachings 	Assessment: <ul style="list-style-type: none"> • Recap knowledge test on Christian beliefs • End of Unit Assessment of Christian Practices 	Assessment: <ul style="list-style-type: none"> • Recap knowledge test on Muslim beliefs and teachings • End of Unit Assessment of Muslim Practices • PPE—Full Paper 1 	Assessment: <ul style="list-style-type: none"> • Creative project on Christianity and Islam • Year 9 Ethics recall test • End of Unit Assessment on Religion and life
Builds on: <ul style="list-style-type: none"> • 7U1 • 8U2 • 9U6 	Builds upon: <ul style="list-style-type: none"> • 7U1 • 8U3 • 9U6 	Builds on: <ul style="list-style-type: none"> • 8U2 & 8U4 • 9U4 • 10U1 	Builds upon <ul style="list-style-type: none"> • 8U3 & 8U4 • 9U4 • 10U2 	Builds upon: <ul style="list-style-type: none"> • 7U6 • 9U1 & 9U2 • 10U1 & 10U2
Introduces: <ul style="list-style-type: none"> • Nature of God • beliefs about creation • beliefs about the afterlife • the incarnation • original sin • the role of salvation 	Introduces: <ul style="list-style-type: none"> • Six articles of faith • Tawhid • The nature of God • Angels • Predestination • Akhirah (Afterlife) • Risalah (Prophethood) • The holy book • The imamate 	Introduces: <ul style="list-style-type: none"> • Forms of worship • the significance of prayer • the role and meaning of sacraments • the role and importance of pilgrimages and celebrations • the role of the Church locally and worldwide • The place of mission 	Introduces: <ul style="list-style-type: none"> • Five Pillars and the Ten Obligatory Acts • Shahadah • Salah and its significance • Sawm • Zakah • Hajj • Jihad • Festivals and commemorations 	Introduces: <ul style="list-style-type: none"> • Origin of the universe • The value of the world and duty of humans to protect it • The use and abuse of the environment • The use and abuse of animals • Sanctity of life • Ethical arguments related to abortion • Euthanasia

Year 11

Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2	Summer 1
Existence of God and revelation: In the unit students will study religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on visions, miracles and nature as general revelation with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism	Religion peace and conflict: In the unit students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of violence, WMD and pacifism, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam	Religion, Crime and Punishment: In the unit students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of corporal punishment, death penalty and forgiveness, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam	Revision of all content & Skills:
Assessment: <ul style="list-style-type: none"> Y10 content knowledge quiz End of unit assessment on Existence of God and Revelation PPE 1 - Paper 1 & half of Paper 2 	Assessment: <ul style="list-style-type: none"> Thematic debate End of unit assessment for Religion peace and conflict Focused question practise (All questions) 	Assessment: <ul style="list-style-type: none"> End of Unit Assessment Religion, Crime and Punishment PPE 2 - Paper 1 & 2 	Assessment: <ul style="list-style-type: none"> Focused question practise (All questions) Key knowledge quiz for Paper 1 and Paper 2
Builds upon: <ul style="list-style-type: none"> 7U1 & 7U5 8U4 9U5 10U1 & 10U2 	Builds upon: <ul style="list-style-type: none"> 8U4 10U1 & 10U2 10U3 & 10U4 	Builds upon: <ul style="list-style-type: none"> 10U1 & 10U2 10U3 & 10U4 	Builds upon: <ul style="list-style-type: none"> All GCSE units
Introduces: <ul style="list-style-type: none"> The Design argument The First Cause Argument The argument from miracles Evil and suffering Arguments based on science The nature of divine and revelation 	Introduces: <ul style="list-style-type: none"> Terroism Reasons for war The just war theory Holy war Pacifism Weapons of Mass Destruction (WMD) 	Introduces: <ul style="list-style-type: none"> Good and evil intentions Reasons for crime Views on people who break the law Aims the punishment The treatment of criminals Ideas about forgiveness Views on the death penalty 	Introduces: <ul style="list-style-type: none"> Revision strategies Metacognition